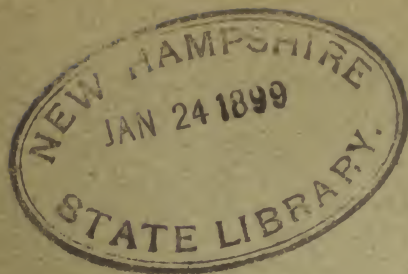


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**TABOR COLLEGE**

**1898-9.**

.. 1898 ..

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	4	5	6	7	8	9	1	--	3	4	5	6	7	8	--	1	2	3	4	5	--	1	2	3	4	5	6
11	12	13	14	15	16	17	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	18	19	20	21	22	23
18	19	20	21	22	23	24	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	25	26	27	28	29	30
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.. 1899 ..

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	9	10	11	12	13	14	15
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	16	17	18	19	20	21	22
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	23	24	25	26	27	28	29
29	30	31	--	--	--	--	26	27	28	--	--	--	--	26	27	28	29	30	31	--	30	--	--	--	--	--	--
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
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TABOR, IOWA,  
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# TABOR COLLEGE

## 1898-9.



## COLLEGE CALENDAR.

1898.

*June 19—Sunday Morning, - - Baccalaureate Sermon*  
*19—Sunday Evening, Address before Christian Associations*  
*20—Monday Evening, - - Entering Class Exercises*  
*21—Tuesday Morning, Annual Meeting Board of Trustees*  
*21—Tuesday Afternoon, - - - Alumni Address*  
*21—Tuesday Evening, - - - Conservatory Recital*  
*22—Wednesday Morning, - Commencement Exercises*  
*Sept. 13—Tuesday, - - - - - Fall Term Begins*  
*Dec. 22—Thursday, - - - - - Fall Term Ends*

1899.

*Jan. 3—Tuesday, - - - - - Winter Term Begins*  
*26—Thursday, - - Day of Prayer for Colleges*  
*Mar. 17—Friday, - - - - - Winter Term Ends*  
*21—Tuesday, - - - - - Spring Term Begins*  
*May 18—Thursday, - - - - - Field Day*  
*June 18—Sunday Morning, - - Baccalaureate Sermon*  
*18—Sunday Evening, Address before Christian Associations*  
*19—Monday Evening, - - Entering Class Exercises*  
*20—Tuesday Morning, Annual Meeting Board of Trustees*  
*20—Tuesday Afternoon, - - - Alumni Address*  
*20—Tuesday Evening, - - - Conservatory Recital*  
*21—Wednesday Morning, - Commencement Exercises*  
*Sept. 12—Tuesday, - - - - - Fall Term Begins*

## BOARD OF TRUSTEES.

### OFFICERS.

REV. E. S. HILL, D. D., PRESIDENT.

MR. A. C. GASTON, SECRETARY.

MR. C. L. HALL, TREASURER.

*Term Expires 1899.*

REV. E. S. HILL, D. D.,	-	-	-	Atlantic
REV. W. M. BROOKS, D. D.,	-	-	-	Auburndale, Mass.
MR. GEORGE A. DAY,	-	-	-	Omaha, Neb.
MR. SAMUEL HOLMES,	-	-	-	Hamburg

*Term Expires 1900.*

MR. L. E. WEBB,	-	-	-	-	Tabor
MR. C. C. WRIGHT,	-	-	-	-	Omaha, Neb.
MR. W. W. WALLACE,	-	-	-	-	Council Bluffs
MR. H. N. WOOD,	-	-	-	-	Omaha, Neb.

*Term Expires 1901.*

MR. ROBERT McCLELLAND,	-	-	-	-	Omaha, Neb.
MR. J. M. BARBOUR,	-	-	-	-	Tabor
MR. H. T. WOODS,	-	-	-	-	Tabor
MR. J. L. SMITH,	-	-	-	-	Tabor

*Term Expires 1902*

HON. E. J. BURKETT,	-	-	-	-	Lincoln, Neb.
MR. C. M. DAY,	-	-	-	-	Sioux Falls, So. Dak.
SUPT. W. F. CHEVALIER,	-	-	-	-	Red Oak
MR. A. C. GASTON,	-	-	-	-	Tabor

*Term Expires 1903.*

HON. A. B. THORNELL,	-	-	-	-	Sidney
REV. D. P. BREED, D. D.,	-	-	-	-	Creston
MR. E. B. WOODRUFF,	-	-	-	-	Glenwood
MR. GEO. A. PALMER,	-	-	-	-	Red Oak

PRES. R. C. HUGHES, Ex-Officio.



## COMMITTEES.

### Executive Committee.

E. S. HILL.	R. C. HUGHES.	A. C. GASTON.
D. P. BREED.	J. M. BARBOUR.	H. T. WOODS.

### Ways and Means Committee.

E. J. BURKETT.	R. C. HUGHES.	H. N. WOOD.
GEO. A. DAY.	J. M. BARBOUR.	
L. E. WEBB.	W. W. WALLACE.	

### Instruction Committee.

R. C. HUGHES.	W. F. CHEVALIER.	A. C. GASTON.
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### Library Committee.

R. C. HUGHES.	A. C. GASTON.	SAMUEL HOLMES.
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### Visiting Committee of the State Association.

REV. L. J. BERRY, D. D., Ottumwa.

REV. D. M. OGILVIE, Oakland.

SUPERINTENDENT J. L. LAIRD, Glenwood.

### Visiting Committee of Council Bluffs Association.

REV. J. M. WILSON, Council Bluffs.

REV. GEORGE PEEBLES, Shenandoah.

DR. E. E. MAJOR, Anita.

### Officers of the Alumni Association.

President, E. E. HARRIS, M. D., Tabor.

Vice-President, WARREN ICKIS, Creston.

Corresponding Secretary, MRS. J. M. BARBOUR, Tabor.

Recording Secretary, MRS. Q. C. TODD, Tabor.

Treasurer, L. A. HILL, Tabor.

## FACULTY.

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REV. RICHARD C. HUGHES,  
PRESIDENT,

*Professor of Mental and Moral Science.*

A. B., Wooster University, 1884; A. M., 1887. Princeton  
Seminary, 1884-5. Graduate McCormick  
Seminary, 1887.

HELEN E. MARTIN,

*Professor of History.*

Oberlin, 1860; A. M., 1883.

JAMES T. FAIRCHILD,

*Professor of Latin.*

A. B., Oberlin, 1883. Oberlin Theological Seminary,  
1883-4. A. M., Harvard, 1886.

MARGARET LAWRENCE,

*Professor of Mathematics.*

B. S., Tabor, 1891. A. M., Tabor, 1898.

RAYMOND H. STETSON,

*Professor of Natural Science.*

Ph. B., Oberlin, 1893; A. M., 1896.

H. EVERETT FARNHAM,

*Professor of Greek, German and French.*

B. A., Colby University, 1889. A. M., 1892. Yale Uni-  
versity, 1890-2.

IDA FLEMING,

*Professor of English Language and Literature.*

Ingham University; 1878

EDWARD C. SCHNEIDER,  
*Instructor in Mathematics and Science.*  
B. S., Tabor, 1897.

HOWARD E. GOODSSELL,  
*Instructor of Voice, Violin and Theory.*  
Pupil Oberlin Conservatory, 1889-95.

MARJORIE GOODSSELL,  
*Instructor in Piano and Musical History.*  
Pupil Oberlin Conservatory, 1890-93.

EDGAR G. FRAZIER,  
*Instructor in Elocution.*  
Fulton and Trueblood School Oratory, 1892. Emerson  
School, Boston, 1894-95.

CORENA LAUGHLIN,  
*Instructor in Art.*  
Pupil Omaha Academy of Art.

MARTHA STORRS,  
*Gymnasium Director for Women.*

PROF. STETSON,  
*Secretary of Faculty.*

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## LECTURERS.

E. E. HARRIS,  
*Lecturer Physiology and Chemistry.*  
Tabor, 1891. M. D., Howard Univ. Medical College (Wash.,  
D. C.,) '95. Lecturer Columbian Univ., '94-5.

C. A. LOVE, Malvern,  
*Lecturer, Physiological Psychology.*  
Tabor, 1886. Omaha Medical College, 1887-9. M. D., St.  
Louis Medical College, 1890. Prof. of Histology,  
St. Louis Medical College, 1890-92.

REV. DWIGHT P. BREED, D. D., Creston,  
*Lecturer, Sociology.*

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### FELLOWS.

CLARK CUMMINGS, *Chemistry.*

WILLIAM RUFUS PRATT, *French.*

HOMER S. SKAGGS, *Latin.*

ELMER MATHER, *Military Tactics.*



## GENERAL INFORMATION.

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Tabor was settled in 1852 by a company of people from Oberlin, Ohio, under the leadership of Deacon George B. Gaston, with Rev. John Todd as pastor. This company left Oberlin for the express purpose of founding a Christian college in the far west that should do for Iowa what Oberlin was doing for Ohio.

A Board of Trustees was incorporated in 1854, and an Academy opened in 1857, with Rev. Wm. M. Brooks as principal. It was under his leadership, in 1866, that the College was founded, and he remained president of the College and of the Board of Trustees until June, 1896, when he resigned and was elected President Emeritus, retaining his membership in the Board. Under his leadership the expectations of the founders have been realized.

When the College was founded, in 1866, Tabor had a population of less than 300, and these gave \$30,000. The first nineteen donors gave in cash and notes \$17,400, which was sixty per cent. of the assessed valuation of their property. Deacon Gaston, with property assessed at \$4,004, real value possibly \$10,000, gave \$2,000 in cash with a note for \$2,000 at eight per cent. interest.

The pastor, Rev. John Todd, with a salary of \$800 a year, gave \$1,000, and in the succeeding years gave \$2,500.

Deacon Adams, then a mechanic owning a single acre of land on which his house stood, gave his note for \$600, and paid the principal and interest, and has since done liberal things for the College.

This same spirit characterized the many who worked for the founding and maintenance of the College.

Tabor is thirty-five miles southeast of Council Bluffs. It is at the terminus of the Tabor & Northern railroad, and is easily reached via Malvern, Iowa, where the Tabor & Northern connects with the main line of the Chicago, Burlington & Quincy, and with the Omaha & St. Louis (Wabash) road.

The College is unsectarian, but distinctly and positively Christian in its influence, discipline and instruction. It is endorsed by the General Association of Congregational Churches of Iowa, and a committee appointed each year examines the work of the College and reports to the Association. A large part of the Trustees and Faculty are Congregationalists. Daily service is held in the Chapel, in which students and Faculty unite; students' prayer meetings are held each Friday evening; systematic Bible study is pursued in all the courses, and all students are expected to attend the regular services of Sabbath morning at one of the churches of the town.

## AMENDED ARTICLES OF INCORPORATION OF TABOR COLLEGE.

*Adopted June 9, 1897.*

WHEREAS, on the 5th day of October, 1853, John W. Smith, George B. Gaston, James L. Smith, Origen Cumings and John Todd organized in Tabor, Fremont county, Iowa, a Literary Institute, the object of which was, as declared in the Articles of Incorporation, to harmoniously develop the moral, mental and physical powers of those who should enjoy its privileges, with equal freedom to both sexes and all races; and

WHEREAS, thereafter, on the 23d day of July, 1866, George B. Gaston, John Todd, Solomon Jones, Isaac Townsend, William M. Brooks and Richard R. Hanley did adopt Articles of Incorporation declaring and establishing Tabor College, with the object thereby to promote Christian education by harmoniously developing the moral, mental and physical powers of those who should have its advantages, and admitting both sexes, without distinction of race or color, to the privileges of the College, and giving said College power to confer all degrees conferred by similar institutions, and to acquire and hold property for the purpose of accomplishing the objects for which this College is organized.

Now, therefore, in order the more fully and perfectly to promote, establish and confirm the work of said Tabor Literary Institute and its founders and of this, Tabor College, and its founders, and to continue and extend its corporate existence and powers for the period of fifty years from this time, we, the members of the Board of Trustees of Tabor College, whose names are hereto subscribed, do hereby amend and re-adopt the following original Articles of Incorporation of this College adopted as aforesaid on said 23d day of July, 1866.

Section 1. This body corporate shall be known as Tabor College.

Section 2. The location of Tabor College and the principal place for the transaction of its business shall be at Tabor, Fremont county, Iowa.

Section 3. The object of this corporation is and shall be to promote Christian education by the harmonious development of the moral, mental and physical powers of those who shall share its advantages, by maintaining a college for instruction in the higher arts of science and literature, and with the power, as occasion may require, of establishing a department or departments for manual labor, for instruction in any of the learned professions, and also for the instruction of teachers, and further, to receive, care for and use any funds or property that the College now has or that may be given by any person or persons desiring to further such purpose, and especially it shall be the object to continue, manage and support Tabor College.

Section 4. The business of said corporation shall be conducted by a Board of Trustees of not to exceed twenty persons, at least twelve of whom shall be members of the Congregational church; said Board shall be composed at the present time of the following persons, whose terms of office shall expire as designated:

Term Expires 1898—A. B. Thornell, C. A. Barnes, J. H. Rice, Dwight P. Breed.

Term Expires 1899—E. S. Hill, W. M. Brooks, G. A. Day, Samuel Holmes.

Term Expires 1900—L. E. Webb, C. C. Wright, W. W. Wallace, H. N. Wood.

Term Expires 1901—J. L. Smith, H. T. Woods, J. M. Barbour, Robert McClelland.

Term Expires 1902—A. C. Gaston, E. J. Burkett, C. M. Day.

The Board of Trustees at any regular meeting shall have power to fill vacancies occurring in their number for the unexpired term. The Board shall also have the power to remove any Trustee and declare his position vacant by a three-fourths vote of all the Trustees.

Section 5. At each annual June meeting the Board shall elect Trustees to fill the places of those whose terms expire that year for the next ensuing five years.

Section 6. The Board shall have entire control of the College, shall invest and appropriate all property and funds now owned and possessed by the College, or that hereafter may be placed in their hands in accordance with the wish of the donor, when such wish is expressed: otherwise as the interests of the College demand. It shall prescribe a course of instruction, shall elect a Faculty and provide regulations for their direction; shall provide for the admission, government and graduation of students, and shall regulate the tuition and other contingent fees, and shall have power to confer all degrees conferred by similar institutions.

Section 7. The corporation shall have the power, in its corporate name, to buy, sell and hold real estate and other property, to make contracts, sue and be sued, and to do any business that similar corporations are empowered by law to do, provided that the real estate of the corporation shall be sold and conveyed only on the order of the Board of Trustees, and a deed therefor to be valid must be given under the hand of the



chairman and secretary of the Board of Trustees and the seal of the corporation, but mortgages to the corporation may be released by the chairman and secretary of the Board without any formal order therefor.

Section 8. The Board of Trustees shall have the power and it shall be their duty, as rapidly as possible, to accumulate a permanent endowment fund, which shall be loaned or invested only under the direction of the Trustees, only the income of which shall be available for the maintenance of the College.

Section 9. Neither race, sex nor creed shall be made a condition to the privileges of the College.

Section 10. This corporation shall have and use a common seal, and the time of its duration shall be extended and continued for the term of fifty years from this date.

Section 11. The Board of Trustees shall adopt such by-laws as they may deem necessary for the government of the Board, the orderly dispatch of business and the guidance of the Faculty.

Section 12. A majority of the members shall constitute a quorum for the transaction of business at any meeting.

Section 13. The Board may appoint such committees as may be necessary for the management of the institution; provided, however, that title to real estate belonging to the corporation can only be alienated in accordance with Section 7 hereof.

Section 14. The private property of the Trustees shall not become liable for the debts of the corporation.

Section 15. These Articles of Incorporation may be changed at any regular meeting of the Board of Trustees if three-fourths of the Trustees are in favor of the proposed change.

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The following honorary degrees were conferred by the Board of Trustees on the occasion of President Hughes' inauguration, October, 1897:

HELEN A. BROOKS; the degree of Master of Arts.

REV. ALDEN B. CASS, Pomona, Cali.; the degree of Doctor of Divinity.

REV. LOREN F. BERRY, Ottumwa, Iowa; the degree of Doctor of Divinity.

REV. JOHN NEWTON HAYES, Soochow, China; the degree of Doctor of Divinity.

REV. LUCIUS O. LEE, Marash College, Turkey; the degree of Doctor of Divinity.



## GOVERNMENT.

It is the design so to administer the government of the College as to aid in thorough intellectual culture, and in the development of manhood and womanhood which shall fit students for the responsibilities of life.

The Faculty has immediate control in all matters pertaining to the conduct of the students. It is their desire to lay no unnecessary restrictions on the young people under their care. Self-government is an essential part of a college education.

A record of all the work done by each student is preserved in the College office, and reports are sent to the parents at the close of each term.

## AID FOR STUDENTS.

The Congregational Educational Society assists those in the College who are preparing for the Christian ministry.

Scholarships have been founded by the following persons:

Miss Elizabeth Davis,	-	-	-	Two
W. S. Houghton,	-	-	-	One
J. E. Howard,	-	-	-	One
Mrs. Katie Woods Clark,	-	-	-	One
A friend, "J. T. R.,"	-	-	-	One
Mrs. Mary B. Young for M. B. C. Durfee,	-	-	-	One
Mrs. Charles Atkinson,	-	-	-	One
Miss Julia Dickinson,	-	-	-	Ten

Applicants for scholarships should address the President of the College, with testimonials.

Students above the Freshman year, whose record in all work is good, and who show exceptional ability in one department, may be appointed by the Faculty to a fellowship, as a reward for marked scholarship. The Fellow is expected to assist the head of the department. This plan has proven a success in giving the Faculty efficient help, and at the same time aiding capable students.

## EXPENSES.

It is the design to keep expenses as low as possible, so as to bring a thorough education within the reach of all.

Tuition and incidentals, per term.....	\$13.00
Table board, per week.....	\$2.50 to 3.50
Rooms, everything furnished, including fuel and light, with board, may be obtained in private families at a cost per week from	3.00 to 5.00
Graduation fee.....	5.00
Laboratory fee in Chemistry, Freshman year	10.00
Laboratory fee, elective....	3.00
Laboratory fee in Mineralogy, Sophomore year	3.50
Laboratory fee in Biology, Junior year.....	2.00

For tuition in Music and Art see pages 47, 51.

## LIBRARY AND READING ROOM.

The Library is catalogued according to the Dewey decimal system, and contains 8,000 volumes. In connection with this is the reading room, where newspapers, reviews and magazines may be consulted. The Library is open to students, Sunday excepted, from 8 A. M. to 4 P. M.

## LABORATORIES AND APPARATUS.

The Chemical Laboratories are in the basement of Gaston Hall. The General Laboratory is a large room with desks and all necessary apparatus for qualitative analysis and determinative mineralogy. A room fitted up with a fine balance and all essentials for the work is devoted to quantitative analysis.

The Physical Laboratory contains a gas engine, a dynamo of modern model, induction coils, tools for the preparation of apparatus and a stock of material. There is an ample supply of apparatus for the illustration of the Academy work in physics. Among the physics apparatus are an Alvan Clark telescope with four-inch object glass and pow-

ers ranging from sixty to three hundred, a large reflecting telescope, Ritchie's rotary air pump, a set of vacuum tubes, Geissler tubes, induction coil, spectroscope, mineralogical microscope with polarizing attachment (x 860), and a theodolite.

The Biological Laboratory is located on the second floor of Gaston Hall. A set of Ward models recently added assist in physiological demonstrations. The collection comprises: four modelled plaques of the principal sections of the brain, a dissectible model of the brain, dissectible models of head, thorax, and abdomen, and enlarged dissectible models of eye and ear. These are supplemented by charts, mannikin and a fine mounted skeleton. For Biology and Histology, the Laboratory is equipped with an excellent microtome, embedding bath and accessories. The students are furnished with B. & L. microscopes of latest model, fitted with  $\frac{2}{3}$ , 1-6, and 1-12 objectives. All necessary material for cutting, staining and mounting sections is at hand.

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## HERBARIUM AND MUSEUM.

The Museum is well supplied with specimens in the departments of Zoology, Geology and Mineralogy, besides curiosities from India and other countries, and relics collected from the American Indians. Extensive collections from the Atlantic, made in connection with the United States Fish Commission, and donations from the Smithsonian Institute, of Pacific and British shells, enable us to present an excellent collection of marine invertebrates. Our geological collections are now quite complete, representing all the prominent formations of the country.

The Arthur collection of Iowa plants forms the nucleus of the College Herbarium. The collection has been supplemented by later acquisitions and is at present one of the better herbaria in the state.

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## STUDIO.

A large, well lighted room on the third floor of Gaston Hall is fitted as an Art Room. It is equipped with models,

casts from the antique, studies and designs for the use of the students.

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### LITERARY SOCIETY HALLS.

Two of the College literary societies, Phi Kappi and Phi Delta, occupy fine rooms on the third floor of Gaston Hall. Phi Kappi has just refurnished its hall and Phi Delta is already in pleasant quarters.

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### BUILDINGS.

Gaston Hall is a brick building of three stories, and contains the President's office, Library, Art Room and Recitation Rooms and Laboratories. It is heated by steam and furnished with modern equipments.

Whitin Cottage is a two-story frame building accommodating the students with furnished rooms and board at reasonable rates.

A building near Gaston Hall, formerly used as a chapel, and the only building owned by the Academy until the founding of the College in 1866, is now fitted as a gymnasium. The Museum is housed in a frame building near the campus.

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### STUDENT ORGANIZATIONS.

There are two religious organizations among the students, the Young Woman's Christian Association and the Young Men's Christian Association. Both hold meetings every Sunday afternoon. The Friday evening prayer meeting, attended by the students and members of the Faculty, is held under the auspices of these organizations. The Christian life of the College is deep and real. There are but few non-Christians in the institution.

There is a Current Literature Club to which the students and members of the Faculty are eligible. Meetings are held once a month, and the subject matter of the leading magazines is reviewed and discussed.

Outdoor sports are all held under the direction of the Athletic Union. A beautiful ten-acre park in the very heart of the town affords ample room for ball grounds, tennis courts, race tracks, and all outdoor sports. The privileges are well used, and all healthy exercises find ample encouragement with the College authorities. The base ball and foot ball teams, competitive field day contests, tennis tournaments, and other field and track athletics enlist an enthusiasm and support from the students that is a necessary part of college life.

The Athletic Committee of the Faculty advise with the students in regard to all sports.

The students of the Conservatory maintain a Reading Club devoted to the discussion of current topics in music. The Club meets once a week, and the leading musical periodicals are reviewed with comments and suggestions by the teachers.

The College Glee Club, one of the most flourishing organizations among the students, is under the direction of the teacher of vocal music. Much interest is manifested, and the success of several tours throughout the state shows the standing of the Club.

The students maintain two literary societies, Phi Delta and Phi Kappi. They meet on Tuesday of each week, and add not a little to the intellectual and social life of the College.

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## TERMS OF ADMISSION.

Candidates for admission into any of the College courses must present satisfactory evidence of good moral character, and pass a creditable examination in the studies preparatory to the course they design to enter. Those coming from other institutions must present letters of honorable dismission. First-class teachers' certificates, or satisfactory marks from schools whose standing is known, will be accepted in place of examinations.

### ADMISSION BY CERTIFICATE.

It is likely that after 1898 a list of accredited high schools uniform for all the colleges of the state will be made on the basis of the report made to the last State Teachers' Association by the committee on the unification of college entrance requirements. It is expected that the course of study which will entitle a high school to a place upon this list must be not less than four years of thirty-six weeks in length, following the usual elementary course of eight years. The students in said course must not have more than four recitations daily, and the time of at least two teachers must be given exclusively to instruction in high school branches.

It is sometimes the case that a student wishes to pursue some of the studies in the regular course without becoming a candidate for the Bachelor's degree. When there is good reason for this choice the College will receive such as special students, and if they afterwards change their plans they may pass the matriculation examinations and complete the course for a degree.

The requirements for entrance to the Freshman class are as follows:

#### FOR ALL COURSES.

1. ENGLISH—The examination in English is in accordance with the plan adopted by the Commission of New England Colleges.

(a) An exercise in the correction of faulty sentences.

(b) *Reading.* A certain number of books will be set for reading. The candidates will be required to answer simple questions on the lives of authors. The examination is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

The books set for this part of the examination will be:

1898—Milton's *Paradise Lost*, Books I and II; Pope's *Iliad*, Books I and XXII; The *Sir Roger de Coverly Papers* in the *Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*;



Carlyle's Essay on Burns; Lowell's Vision of Sir Launfal; Hawthorne's The House of the Seven Gables.

1899—Pope's Homer's Iliad, Books I, III, XXII and XXIV; Dryden's Palamon and Arcite; The Sir Roger de Coverly Papers; Goldsmith's The Vicar of Wakefield; Coleridge's Ancient Mariner; DeQuincey's Flight of a Tartar Tribe; Cooper's The Last of the Mohicans.

1900—Dryden's Palamon and Arcite; Pope's Homer's Iliad; Tennyson's The Princess; The Sir Roger de Coverly Papers; Goldsmith's The Vicar of Wakefield; DeQuincey's Flight of a Tartar Tribe; Scott's Ivanhoe; Cooper's The Last of the Mohicans.

(c) *Study and Practice.* This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject matter, form and structure.

The books set for this part of the examination will be:

1898—Shakespeare's Macbeth; Burke's Speech on Conciliation with America; DeQuincey's The Flight of a Tartar Tribe; Tennyson's The Princess.

1899—Shakespeare's Macbeth; Milton's Paradise Lost, Books I and II; Carlyle's Essay on Burns; Burke's Speech on Conciliation with America.

1900—Milton's Paradise Lost, Books I and II; Burke's Speech on Conciliation with America; Macauley's Essay on Milton and Addison.

Lockwood's Lessons in English is the text specially recommended for preparation in English.

2. GEOGRAPHY—Outlines of Political Geography.

3. HISTORY—General outlines. History of the United States and of England, and Civil Government.

4. MATHEMATICS—

(a) Arithmetic, including the metric system.

(b) Algebra, through quadratics.

(c) Geometry, plane and solid.

5. NATURAL SCIENCE—A knowledge of the outlines of the following subjects is required, with laboratory practice

in Physics and Botany. The texts named are merely to indicate the scope of the examination.

(a) Physiology and Hygiene. (Hutchinson or Martin.)

(b) Physical Geography. (Appleton.)

(c) Elementary Physics. (Gage, Avery, Carhart and Chute.)

(d) Botany. (Gray's School and Field.)

6. LATIN—

(a) Grammar and Composition.

(b) Cæsar, two books, or equivalent.

(c) Cicero, five orations.

(d) Virgil, five books.

(e) Sallust's Jugurthine War.

7. ADDITIONAL FOR CLASSICAL COURSE—

*Greek*—(a) Grammar.

(b) Xenophon's Anabasis, two books.

8. ADDITIONAL FOR SCIENTIFIC COURSE—

*German*—(a) Grammar and easy reading, Grimm's Märchen or an equivalent.

9. ADDITIONAL FOR THE LITERARY COURSE—

*French*—(a) Grammar and reading.

In general this is a summary of the work done in the Academy.

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## ACADEMY.

There is a first class Academy connected with the College. The courses of study are simple and complete, preparing the student for entrance to any of the College courses. At the same time, he is given as far as he goes, an excellent and thorough education; if he contemplates no College course, the work will be as satisfactory and complete in the Academy as in any institution of the kind.

Since the Academy is under the same management as the College, the students have many exceptional privileges, such as lecture courses, gymnastic training, work in the Conservatory of Music, well equipped laboratories and museum, and a large library.



## COLLEGE.

### COURSES FOR STUDY.

Three courses are offered, each of four years. Three years of preparation is given for each in the Academy. These courses are intended to provide a thorough and systematic training in liberal studies, and are carefully organized and administered to meet the wants of two classes of persons: first, those who look forward to a professional or literary career; second, those who do not intend to carry their studies beyond the College course, and who wish to prepare themselves for active business life. It is believed that the courses as here offered will satisfactorily meet the two requirements. Students finishing any of the courses will be prepared to do graduate work in our best universities and professional schools; or if they do not carry their study farther they will find themselves well trained for active life.

The Classical course leads to the degree of Bachelor of Arts. Preparation for this course requires three years' study in Latin and one in Greek. Latin is a required study for two years and Greek for four. Mathematics is required during the Freshman year. The emphasis is laid upon the Latin and Greek, but during Sophomore and Junior years Mathematics and German are electives.

English Literature is studied throughout the whole course. Work in the department of Philosophy begins in the Sophomore, and continues throughout the Junior and Senior years.

The Scientific course runs parallel with the Classical course with the exception that French, German, Mathematics and Science replace Latin and Greek.

The Literary course omits the Greek, German and higher Mathematics and includes Latin and French, and offers special subjects in Literature, Music and Fine Art. With these exceptions it agrees with the Classical course.

## SYNOPSIS OF COURSES.

THE NUMBERS SHOW THE CLASS HOURS PER WEEK.

### ACADEMY.

#### JUNIOR YEAR.

##### FALL TERM.

Latin, Harper's Inductive Primer.....	5
Algebra, to fractions.....	4
Physical Geography.....	4
History, general outlines.....	3

##### WINTER TERM.

Latin, Inductive Primer.....	5
Algebra, to quadratics.....	4
Physiology.....	4
History, general outlines.....	3

##### SPRING TERM.

Latin, practical composition....	5
Algebra, to logarithms.....	4
Elementary Psychology.....	4
History, general outlines.....	3

#### MIDDLE YEAR.

##### FALL TERM.

Latin, practical composition....	4
Plane Geometry.....	4
English.....	4
Civil Government.....	4

##### WINTER TERM.

Latin, Cicero's Orations, 30 pp....	4
Plane Geometry, Books ii & iii....	4
History of England.....	4
English.....	4

##### SPRING TERM.

Latin, Cicero's Orations, 35 pp....	4
Plane Geometry, Books iv & v....	4
Botany.....	4
English.....	4

#### SENIOR YEAR.

##### FALL TERM.

English Bible.....	3
Latin, Virgil's Aeneid, 1,000 lines.....	4
Physics.....	4
*Greek, White's First Greek Book.....	5
*German, Joynes-Meissner's Grammar.....	5
*French, Grammar and Reader.....	5

##### WINTER TERM.

Latin, Virgil's Aeneid, 1,800 lines.....	4
Physics.....	4
English, or Elocution.....	4
*Greek.....	5
*German.....	5
*French.....	5

##### SPRING TERM.

Latin, Sallust, Jugurthine War, Catiline.....	4
{ English.....	2
{ Elocution.....	2
*Greek.....	4
*German I.....	4
*French I.....	4
Solid Geometry.....	4

\*Greek belongs to the Classical course; German to the Scientific; French to the Literary.

## COLLEGE.

### CLASSICAL COURSE.

Leading to the Degree of Bachelor of Arts.

#### *FRESHMAN YEAR.*

English and Elocution .....	3
Mathematics .....	3
Latin .....	3
Greek .....	3
Science .....	3

#### *SOPHOMORE YEAR.*

English .....	3
Mathematics or German I .....	3
Latin .....	2
Greek .....	2
Science .....	3
Philosophy .....	3

#### *JUNIOR YEAR.*

English .....	3
Mathematics, or German I, II .....	3
Greek .....	3
History .....	3
Philosophy .....	3

#### *SENIOR YEAR.*

English .....	3
Greek .....	3
History .....	3
Philosophy .....	3
Sociology and Political Economy .....	3

### SCIENTIFIC COURSE.

Leading to the Degree of Bachelor of Science.

#### *FRESHMAN YEAR.*

English .....	3
Mathematics .....	3
French I .....	3
German II .....	3
Science .....	3

#### *SOPHOMORE YEAR.*

English .....	3
Mathematics .....	3
French II .....	3
Science .....	3
Philosophy .....	3

#### *JUNIOR YEAR.*

English .....	3
Mathematics .....	3
History .....	3
Science .....	4
Philosophy .....	3

#### *SENIOR YEAR.*

Mathematics .....	2
History .....	3
Science .....	4
Philosophy .....	3
Sociology and Political Economy .....	3

## LITERARY COURSE.

Leading to the Degree of Bachelor of Literature.

### *FRESHMAN YEAR.*

English .....	3
Mathematics.....	3
Latin, or French II.....	3
Science .....	3
Music, or Fine Art.....	3

### *SOPHOMORE YEAR.*

English .....	3
Mathematics, or German I.....	3
Latin or French III.....	2
Science .....	3
Philosophy .....	3
Music, or Fine Art.....	2

### *JUNIOR YEAR.*

English .....	3
History .....	3
Science .....	3
Philosophy .....	3
Music, or Fine Art.....	3

### *SENIOR YEAR.*

English .....	3
History .....	3
Philosophy .....	3
Music, or Fine Art.....	3
Sociology and Political Econo- my .....	3

## PHILOSOPHY.

**PSYCHOLOGY AND LOGIC**—This is an elementary course intended as a proper introduction to the study of Philosophy. The text books used in class are those by James and Baldwin.

The class is led in the free discussion of assigned topics, experiments are made in some of the special senses, and at suitable times during the course lectures are given on the nervous system with demonstrations of the brain and several sense organs.

The study of the elements of deductive and inductive logic is given as a part of the course in Psychology. Attention is given to the forms of argument, to the detection of fallacies, to the forms of procedure in the special sciences, and to the psychology of scientific observation and experiment. Text, Jevons' Elementary Lessons in Formal Logic. References, Fowler's Deductive and Inductive Logic. Inductive Logic, Ballantine. Jevons' Principles of Science.

**SOCIAL AND GENETIC PSYCHOLOGY**—During the Winter term of the Senior year, in connection with the course in

Economics and Sociology, the study includes the laws of mental growth in the child and the race, with special reference to sociological and ethical problems, and to the theory of teaching: Baldwin's Mental Development, Baldwin's Social and Ethical Interpretations.

Offered for the first time 1898-9.

**HISTORY OF PHILOSOPHY**—This course begins with the study a good text in introduction to Philosophy to get a clear statement of the problems, and this is followed by the study of Weber's History of Philosophy. Attention is given to the physical and social conditions as influencing and influenced by the higher culture, to the progress of empirical science in each period studied, and to the works of general literature in which the thought and faith of the time finds expression.

References, Erdmann and Windelband.

This course is given to Juniors and Seniors in 1898-9, alternating with the following course:

**APOLOGETICS**—One term is given to the study of the positive argument, with Fisher's "Grounds of Christian and Theistic Belief" as text, followed in the second term by the study of the History of Free Thought developing the causes of the various forms of skepticism. This gives an historical foundation for the study of the philosophy of religion.

**ETHICS**—The third term is given to the study of Christian Ethics with a critical study of a number of the leading ethical theories.

#### SOPHOMORE YEAR.

*Fall and Winter*—Psychology, James, Baldwin.

*Spring*—Logic.

#### JUNIOR YEAR.

*Fall*—Introduction to the study of Philosophy.

*Winter and Spring*—History of Philosophy, Weber.

#### SENIOR YEAR.

*Fall*—Apologetics, Fisher.

*Winter*—History of Free Thought, Farrar.

*Spring*—Theoretical Ethics.

**ENGLISH BIBLE**—Systematic study of the Bible is required of all regular students. A three hours' course in selected books of the New Testament is taken by the Senior Academy class during the Winter term, and a similar course in the Old Testament by the Freshman class in the Spring term.

The books are studied as masterpieces of literature. The student is taught to recognize the various forms of literature in the Bible, and the relation of the thought to its formal expression. Students are urged to make a daily devotional study of the Bible, and special help is given in this line of study in the Christian Associations. But this class study is literary, the aim being to exhibit the books as great books that have profoundly moved the life of the world.

## ECONOMICS.

During the Senior year one term is given to the study of the fundamental principles of political economy, with reference to their development and application to national life.

This is followed by the study of social and genetic Psychology as described under Philosophy.

And the third term is devoted to a study of dynamic sociology. During this third term the course is greatly strengthened by a series of lectures given by the Rev. Dr. D. P. Breed of Creston.

The text used for the basis of work in Economics is Walker's "Elementary Course in Political Economy." In Sociology, Small and Vincent's "Introduction to the Study of Society" will be followed.

## ENGLISH.

The aim of this department is to furnish a course of study which will train the student to express his own thoughts in a clear, precise form, and at the same time to develop a taste for the study of good literature.

The work done in the Academy fills the requirements as explained on page 20, in Composition, Rhetoric and careful reading. Students are expected to have completed the



Grammar as taught in the common schools before beginning this course.

The early part of the course is devoted to the study of the history of the English language, the Classical and Anglo-Saxon elements, figures of speech, punctuation, letter writing and the beginning work in composition.

In the second year work is required in the form and structure of the sentence, the paragraph and entire composition.

The work of both years is supplemented by the reading and study of the books as laid out in the list of required readings.

Pancoast's "Introduction to English Literature," and Genung's "Practical Rhetoric" will be used as a basis for study throughout the entire College course.

In the Freshman year instruction is given in the principles of expression, the fundamental processes of invention, natural aptitudes and habits, the sentence, the paragraph, the theme, and the general plan of construction. This work in Rhetoric is followed by a study of the English novel and the principles of its development, and the English essay, which illustrate the teachings of the text. The exterior course is supplemented by original work in fiction and essay.

During the Sophomore year the study of Rhetoric and Composition is continued. The first term of this year will be devoted to a critical study of Dramatic Art, as illustrated in the Elizabethan age. This will be followed in the second term by a study and analysis of the art of Shakespeare. The third term will be given to Milton as marking the transition from the old to the new age of literature.

The Junior year is occupied by a study of the laws of versification, a brief survey of the poets of the Augustan age, and by extensive selections from the English poets of the nineteenth century.

Two terms of the Senior year are devoted to the study of the Anglo-Saxon language and literature. During the first term the student gains a knowledge of the grammar

and of the word-forms and literary style of Old English prose. He investigates tales and poems from Chaucer and the life and thought of the times.

In the second term he engages in a literary, historical, and critical study of "Beowulf." The Spring term is given to a comparative study of national epics.

### ACADEMY.

#### MIDDLE YEAR—THREE TERMS.

Entrance requirements for reading, see page 20.  
Carpenter's Advanced English.

#### SENIOR YEAR.

Entrance requirements for study, see page 21.

*Fall*—English Bible.

*Winter*—Scott and Denney's Composition and Rhetoric.

*Spring*—Scott and Denney's Composition and Rhetoric.

### COLLEGE.

#### FRESHMAN YEAR

*Fall*—History of the English Novel.

*Winter*—The English Essay.

*Spring*—English Bible, selected books from Old Testament.

#### SOPHOMORE YEAR.

*Fall*—The Elizabethan age.

*Winter*—Shakespeare.

*Spring*—Milton.

#### JUNIOR YEAR.

*Fall*—Wordsworth, Coleridge, Shelley and Keats.

*Winter*—Tennyson.

*Spring*—Browning.

#### SENIOR YEAR.

*Fall*—Anglo-Saxon Grammar, Chaucer's Prologue and Knight's Tale.

*Winter*—Anglo-Saxon Reader and Beowulf.

*Spring*—The Epic.



## MATHEMATICS.

Students are expected to have completed Arithmetic before entering the Academy. For those who have not done so a special class is formed. The first year is devoted to Algebra, and much attention is given to method and facility in the use of radicals, quadratic equations, proportion and literal expressions.

The second year and the third term of the third year are devoted to Plane and Solid Geometry, and in this work much stress is laid upon original demonstrations.

The Mathematics of the Freshman year is required in all courses. Plane Trigonometry occupies the first semester. In the second semester College Algebra is taught, beginning with a thorough review of fundamental principles, and including choice, chance, variables and limits, series, general properties of equations, and the solutions of higher equations.

In the Sophomore year, the first semester is devoted to Plane Analytic Geometry, including loci and their equations, the straight line, the circle, the parabola, the ellipse, and the hyperbola. In the second semester, Differential Calculus is taught. The work of the Sophomore, Junior and Senior years is required only in the scientific course.

### ACADEMY.

#### JUNIOR YEAR

*Fall*—Milne's Algebra, to fractions.

*Winter*—Milne's Algebra, to quadratics.

*Spring*—Milne's Algebra, to logarithms.

#### MIDDLE YEAR.

*Fall*—Beman and Smith's Plane Geometry, Book I.

*Winter*—Beman and Smith's Plane Geometry, Books II and III.

*Spring*—Beman and Smith's Plane Geometry, Books IV and V.

#### SENIOR YEAR.

*Spring*—Beman and Smith's Solid Geometry.

**COLLEGE.****FRESHMAN YEAR.**

*First Semester*—Wentworth's Plane Trigonometry.

*Second Semester*—Wentworth's College Algebra.

**SOPHOMORE YEAR.**

*First Semester*—Wentworth's Analytical Geometry.

*Second Semester*—Osborne's Differential Calculus.

**JUNIOR YEAR.**

*First Semester*—Osborne's Integral Calculus.

*Second Semester*—C. Smith's Solid Analytical Geometry.

**SENIOR YEAR.**

*Fall*—Burnside and Panton's Theory of Equations.

*Winter*—Byerly's Integrals of Length, Surface and Volume.

*Spring*—Differential Equations.

**SCIENCE.**

In the Academy, the student gains an elementary knowledge of Physics, Physiology, Botany and Physical Geography. The course in Physics is illustrated by a line of experiments, with the class, covering the subjects taught. In Botany, field-work, including the collection of an herbarium of fifty specimens, is required.

The science of the Freshman year is Chemistry. In the Fall term general Inorganic Chemistry is taught by text book and by lectures. Four hours' laboratory work per week is required during the Fall term. This laboratory drill consists of experiments in Inorganic Chemistry, illustrating the class-room work. The work of the Winter term is entirely in the laboratory. Nine hours per week are required for this drill in Qualitative Analysis.

The Spring term is devoted to a course in Mineralogy, descriptive and determinative. At least fifty specimens are determined in the laboratory.

In the Sophomore year the first term of Physics is required of all students. Astronomy or Physics II may be elected in the Spring term.

In the Junior year, work in the field of Biology is taken up. The first term is spent in a careful study with laboratory work of two organisms, the Fern and Earthworm, as a preparation for the more general work which follows. Advanced Human Physiology is studied during the Winter term. It is of the highest importance that the student should understand at least the main outlines of modern Physiology. The subject cannot be adequately treated in the Academy.

The last two terms of the Senior year are spent in consideration of the subject of Evolution. Probably no other scientific theory has as general and as important a bearing on the other departments of knowledge as has Evolution. The student is expected to do some independent work. The subject is taken up from both the scientific and philosophical sides. The Bearings of Evolution, by LeConte, Schmid's Darwinian Theories, Willey's Amphioxus and Hertwig's Biological Problem of Today are made the basis of the course, but the theories of all the important evolutionists are reviewed by reading and lectures. Such a course forms a fitting close to the College work in Science.

It is not the aim of the College to make the Science course anything more than a strictly College course, preparatory to University work. No effort has been made to specialize the work in any direction, and no advanced work is included in the required course.

If the student is certain along what lines his post-graduate work will lie, and wishes to take up a specialty, there are facilities for two lines of advanced work.

**ELECTIVE CHEMISTRY**—The Laboratory is well fitted for a second or third term of four hours in Qualitative Analysis on difficult mixtures, traces, analysis of minerals and search for rare metals.

In Quantitative Analysis the student may elect eight hours' work. The first term is spent in gaining practice in

the common methods of manipulation, and in making a series of simple determinations of chemically pure salts. In the second term, volumetric methods of determining iron, manganese, and some of the common acids and alkalis are practiced. This is followed by the analysis of some of the more common alloys.

**ELECTIVE BIOLOGY**—The student who wishes to supplement the work in Biology and Physiology, with a view to later study in Biology or medicine, may elect one or more terms' work in Histology. An excellent selection of slides is furnished, and opportunity is given the student to become familiar with the common methods of preparation and mounting.

### ACADEMY.

#### JUNIOR YEAR.

*Fall*—Physical Geography, Appleton.

*Winter*—Physiology, Martin's Briefer Course.

*Spring*—Psychology, Halleck.

#### SENIOR YEAR.

*Fall*—Physics, Carhart and Chute.

*Winter*—Physics, Carhart and Chute.

*Spring*—Botany, Gray's School and Field.

### COLLEGE.

#### FRESHMAN YEAR.

*Fall*—Inorganic Chemistry, Remsen.

*Winter*—Qualitative Analysis.

*Spring*—Mineralogy, Dana and Brush. Laboratory.

#### SOPHOMORE YEAR.

*Fall*—Geology, LeConte.

*Winter*—Physics I, Carhart.

*Spring*—Physics II, Carhart.

Astronomy, Young.

## JUNIOR YEAR.

*Fall*—Biology, Sedgewick and Wilson.

*Winter*—Physiology, Martin's Advanced Course.

*Spring*—Histology, Klein

## SENIOR YEAR.

*Fall*—Zoology, Packard.

*Winter*—Evolution, (no single text.)

*Spring*—Evolution.

## LATIN.

Students who wish to begin the study of Latin are expected to have some practice in analyzing English sentences. The technical points of English Grammar are not as necessary as is a fair ability to apply the general principles of syntax.

The text book for beginners is Harper & Burgess' Inductive Latin Primer, which is followed quite closely during the larger part of the first year. The first line of the first book of Cæsar's Gallic War constitutes the first lesson, with exercises for translation which can be drawn from it. No new word or new construction is learned by the pupil except as he finds it used in Cæsar's Gallic War.

Collar's Practical Latin Composition includes selections from Viri Romæ, Nepos, Cæsar and Cicero for translation into English, with English sentences drawn from each chapter to be translated into Latin.

It is desirable that students intending to enter the second year of Latin should have had some training in translating the easier Latin prose which is found in Mr. Collar's selections.

The amount of work will be, approximately: In Cæsar, two books, together with easier Latin prose; in Cicero, five orations; in Virgil, six books of the Æneid; in Sallust, Catiline and one-third of the Jugurthine War.

*Text books used—*

Grammar, Allen & Greenough.

Primer, Harper & Burgess.

Practical Latin Composition, Collar.  
Cicero's Orations, Allen & Greenough.  
Virgil's *Æneid*, Greenough.  
Sallust, Chase & Stuart.

Latin is required work for students following Classical course during the first two years. It is an elective during the same years for those following Literary course. It presupposes the completion of the Academy Latin or its equivalent. Courses 1, 2 and 3 belong to the successive terms of the Freshman year, and courses 4, 5 and 6 to the same terms of Sophomore year.

*Course 1* includes the history of the Second Punic War, as narrated by Livy in his twenty-first book. The relation of Rome and Carthage is discussed, and a study made of the leading men of the period. In addition to translation, different members of the class will present papers, which will be open to discussion.

*Course 2* covers Cicero's *De Senectute* with selections from *De Amicitia*. An excellent opportunity is here afforded to become acquainted with the life and manners discussed in these dialogues.

*Course 3.* Selections from Horace's Odes and Satires, the *Ars Poetica*, and a study of Latin versification and chief meters used by the poet.

*Course 4.* Here is studied the history of the Roman conquests, as set forth by Tacitus in his *Agricola*. Portions of the *Germania* will also be read.

*Course 5* includes a selection of the most characteristic satires of Juvenal, and such as will tend to make the student familiar with Roman life and manners.

*Course 6.* Roman Life in Latin Prose and Verse is a collection of extracts from the principal Latin writers, which tend to throw light upon Roman life and manners.

In this term a special effort will be made to give a more general view of various Latin writers and their place in literature.

**ACADEMY.****JUNIOR YEAR.**

*Fall*—Harper's Inductive Primer.

*Winter*—Harper's Inductive Primer.

*Spring*—Harper's Inductive Primer.

Collar's Practical Latin Prose Composition.

**MIDDLE YEAR.**

*Fall*—Practical Latin Composition.

*Winter*—Cicero's Orations.

*Spring*—Cicero's Orations.

**SENIOR YEAR.**

*Fall*—Virgil's *Æneid*.

*Winter*—Virgil's *Æneid*.

*Spring*—Sallust's Jugurthine War, Catiline.

**COLLEGE.****FRESHMAN YEAR.**

*Fall*—Greenough's Livy, Book XXI.

*Winter*—Kelsey's De Senectute and De Amicitia.

*Spring*—Horace, Odes and Satires.

**SOPHOMORE YEAR.**

*Fall*—Tacitus' Agricola.

*Winter*—Juvenal's Satires.

*Spring*—Roman Life, Peck and Arrowsmith.

**GREEK.**

The studies in this department are required of all candidates for the degree of Bachelor of Arts. All who wish to become members of the Freshman class must have a thorough familiarity with the principles of Grammar, found in White's First Greek Book, and an ability to pass an examination on the first book of Xenophon's *Anabasis*.

The study of Greek is begun with the Senior preparatory year and continued throughout the four years of the



College course. Great care is exercised in the choice of texts to be read, and the aim is to give a comprehensive view not only of each author's works, but of Greek literature in its chief departments, and as a whole.

The faithful student gains an excellent *working knowledge* of the language, so that he may take up masterpieces *by himself* and read them intelligently. He becomes acquainted with the finest products of thought, representative of this ancient lore; is trained to a habit of critical study; masters much important history; learns philosophy; becomes a philologist; finds one of the very best keys to an understanding of the English language and literature; acquires the ability to investigate in a satisfactory manner the New Testament and the Septuagint version of the Old.

Greek is now quite generally regarded as an essential part of a truly *liberal education*. The much improved texts and methods of instruction render its study more pleasurable and attractive than formerly.

### ACADEMY.

#### SENIOR YEAR.

*Fall*—White's First Greek Book.

*Winter*—White's First Greek Book.

*Spring*—White's First Greek Book.

Xenophon's Anabasis, Book I.

### COLLEGE.

#### FRESHMAN YEAR.

*Fall*—Xenophon's Anabasis, Books II and III.

*Winter*—Xenophon's Anabasis, Books IV and V, or Xenophon's Cyropaedia.

Mahaffey's Old Greek Life.

*Spring*—Orations of Lysias. Selections.

History of Greek Literature.

#### SOPHOMORE YEAR.

*Fall*—Guerber's Myths of Greece and Rome.

*Winter*—Plato's Apology and Crito.

*Spring*—Demosthenes' Olynthiacs and Philippics.



## JUNIOR YEAR.

*Fall*—Homer's Iliad, three books.

*Winter*—New Testament, Epistle to the Romans.

*Spring*—Birds or Clouds of Aristophanes.

## SENIOR YEAR.

*Fall*—Aeschylus Prometheus.

Homer's Odyssey, two books.

*Winter*—Euripides' Alcestris.

*Spring*—Sophocles' Electra and Antigone.

## GERMAN.

The study of German covers a period of two years, beginning with first term of the Senior preparatory year. During the first year, students are thoroughly drilled in the sounds and forms of the language, and required to translate rapidly short sentences from sound as well as from sight. Oral and written practice is constant, and easy reading is commenced as soon as the student becomes familiar with the rudiments of the language. During the Freshman year, the class is introduced to the great works of Schiller, Goethe, Heine and others. Essays designed to review a considerable amount of the history of German authors and literature are presented by members of the class, and occasional lectures are given. In the Sophomore year students may elect German in the fall and winter terms. Schiller and Heine are the authors studied.

## ACADEMY.

## FIRST YEAR.

*Fall*—Joynes-Meissner's German Grammar.

*Winter*—Joynes-Meisner's German Grammar.

Super's Elementary Reader.

*Spring*—Storm's Immensee, Riehl's Der Stumme.

Ratsherr and Spielmann's Kind

**COLLEGE.****FRESHMAN YEAR.**

*Fall*—Deutsche Lyrik, composition, Harris.

*Winter*—Heine's Die Harzreise, or Fouque's Undine,  
composition, Harris.

*Spring*—Goethe's Faust, composition, Harris.

**FRENCH.**

The first term is devoted to a mastery of the elements of the language. Pronunciation and idioms receive much attention. The texts are selected with a view to rendering the study popular and at the same time valuable. Every effort is made toward a practical use of the language in writing and speaking.

**ACADEMY.****FIRST YEAR.**

*Fall*—Edgren's Grammar.

Super's Preparatory Reader.

*Winter*—Madame Therese, with composition.

*Spring*—Helevey's L'Abbe Constantin, with composition.

Beaumarchais' Barbier de Seville.

Daudet, Contes Choisis.

**COLLEGE.****SECOND YEAR.**

*Fall*—Composition, Grandgent.

Hugo's Les Miserables.

*Winter*—Dramatists, French Lectures.

Composition, Grandgent.

*Spring*—History of French Literature.

French Lectures and Essays.

**HISTORY.**

The aim of the Academy work is to give the student a basis of fact for his work throughout the entire course. Along

with the text book work, specified use is made of the well equipped College library. Regular reports of results of excavations and explorations are frequently given in connection with the special study.

The aim of the work in the Junior and Senior years is to give an insight into the Philosophy of History, and the development which has led to our present institutions. Reports of current events in the countries under discussion are frequently given.

### ACADEMY.

#### JUNIOR YEAR.

*Fall*—Myer's General History.

*Winter*—Myer's General History.

*Spring*—Myer's General History.

#### MIDDLE YEAR.

*Fall*—Civil Government.

*Winter*—Montgomery's English History.

### COLLEGE.

#### JUNIOR YEAR.

*Fall*—Mediaeval Europe, Emerton.

*Winter*—Europe in the Nineteenth Century, Judson.

*Spring*—International Law, Lawrence.

#### SENIOR YEAR.

*Fall*—Constitutional History of England.

*Winter*—Constitutional History of United States.

*Spring*—History of Civilization.

### GYMNASTICS.

*H. E. FARNHAM, Physical Director.*

*Miss Martha Storrs, Director in Girls' Gymnasium.*

A course of Gymnastics is offered to all students. Two hours class exercises a week are required of both the young men and the young women. Special attention is given by experienced directors to the correction of physical defects.

Body-building is the aim of the class drills. The movements are thoroughly enjoyed by the hard-worked student. In not a few instances one's life is lengthened many years by reason of careful work in the gymnasium. The drills with dumb-bells, Indian clubs, wands and chest-weights are exhilarating. Robert's Exercises are used in the floor work. The bar work embraces many of the best points in the Ling system. Some fancy gymnastics will at times be introduced to give variety and animation. Once or twice each year public exhibitions are given. In gymnastic training the College is progressive, ranking with the larger colleges and universities. Physical development, health and comeliness go along with mental growth.

## DEPARTMENT OF MUSIC.

Students entering this department are under the same general discipline as those in other departments of the College. Recognizing the value of music as an educational factor, the College offers it as an elective study throughout the Literary course.

Especial attention is given to the formation of systematic and right methods of work. It is the object of this Conservatory to provide a broad and liberal education for its pupils. The greatest stress is laid upon the value of a systematic rather than a fragmentary course of study.

Students are urged to begin their musical study at the opening of the school year, and to continue it with the regularity of college students.

Instruction is given in piano, violin, voice and organ. Classes are formed in harmony, counterpoint, analysis and musical history. Besides these there is a Musical Reading Club, which meets once a week, when matters of general musical interest are read and discussed.

## PIANO FORTE.

The most modern system of technical training is Virgil's clavier method. The pupil may study this system of technic, or do all his work on the piano, as he wishes.

The distinct click of each key when struck and when released gives clearness and exactness to all practice work impossible at the piano. Rightly used, clavier practice does more in three months than is commonly done in as many years.

But the question arises, is not the ear losing more than the fingers gain by this method? The first element of good music is an agreeable tone, which no beginner produces. This is a high accomplishment, acquired only after long practice. It is therefore a mistake to suppose that we are cultivating the ear while listening to the first stammering of the pupil. We are ruining the ear. For the cultivation of the ear, therefore, it is better that the training of the fingers should go in advance. The idea is to train the fingers so thoroughly on the clavier that at the piano it will be easier and more natural from the first to produce good effects. The pupil's progress will give him zest in his clavier work.

#### FIRST YEAR.

Technic; Duvernoy, Op. 120.

Loeschhorn, Op. 66; Heller. Op. 47.

#### SECOND YEAR.

Technic; Czerny, Op. 299.

Heller, Op. 46; Raff, 30 Progressive studies.

Bach, Little Preludes.

#### THIRD YEAR.

Technic; Cramer-Bulow studies.

Clementi's Gradus.

Bach, two and three-part inventions.

Doring, Octave studies.

#### FOURTH YEAR.

Advanced Technic; Moscheles' and Houselts' studies.

Bach, Italian Concerto and suites.

Kullak, Octave studies.

Chopin's Etudes.

Schuemann, Novellen.

Pieces by the best composers to be studied throughout the course at the discretion of the teacher.

### VOICE CULTURE.

The Italian method is acknowledged to be the only method by which the higher tones can be produced clearly, with a fine quality, and with the least effort, without affecting the lower tones. The higher tones can be produced lightly and powerfully. Special attention is given to head-tones, high placement, and a freedom of all the muscles of the vocal organs. Enunciation and breathing are considered an important part of voice training.

Several opportunities for choral study are open to voice students. Examinations are held at the beginning of each year for admission to the College Glee Club. A mixed choral class in sight reading and study of oratorios is formed each year, and is open to all. Examinations will be held for a ladies' chorus in '98-9.

#### FIRST YEAR.

M. C. Marchesi's Exercises.  
Sieber's Vocalises.

#### SECOND YEAR.

Sieber's Vocalises, velocity.  
Concone's Exercises.  
Marchesi's Vocalises.

#### THIRD YEAR.

S. C. Marchesi's Italian Vocalises.  
Concone's Exercises.  
Sieber's Vocalises.

#### FOURTH YEAR.

Solos from the best oratorios.  
Arias and songs from the best writers.

Exercises by teacher for tone-quality, high placement and technic given throughout the entire course. Songs to be studied at the discretion of the teacher.

**VIOLIN.**

The Joachim system of bowing is the most important feature of good violin technic. It is used by all great modern violinists.

A fifth year of study is offered as an elective beyond the requirements for graduation to those who wish to take it.

A Conservatory orchestra is formed each year for the benefit of students who are capable of joining.

**FIRST YEAR.**

Wichtl's Young Violinist.

Kayser's Etudes, Op. 20, Book I.

**SECOND YEAR.**

Kayser's Etudes, Op. 20, Books II and III.

David's Violin School, Book II.

Mazas' Etudes, Op. 36, Book I.

**THIRD YEAR.**

Mazas' Etudes, Op. 36, Book II.

Kreutzer's Etudes, first half.

David's Violin School, Book II.

**FOURTH YEAR.**

Kreutzer's Etudes, second half.

Fiorilla's 36 Caprices.

David's Violin School, Book II.

**FIFTH YEAR.**

Rodes' 24 Caprices.

Rovelli's 12 Caprices.

Tartini's 50 Variations.

David's Violin School, Book II.

Selections from the best composers to be studied throughout the course at the discretion of the teacher.

**THEORY AND MUSICAL HISTORY.**

Richter's Manual of Harmony and E. F. Richter's Additional Exercises are used. Four terms are required in the second and third years for this study.



Two terms are devoted to the study of Jadassohn's Counterpoint.

The text book used in Musical History is Fillmore. The study is pursued throughout the fourth year.

The course in Theory includes Harmony, Counterpoint and Musical Analysis.

### REQUIREMENTS FOR GRADUATION.

The equivalent of a two years' course in a good high school or academy, which must include one year's work in German, is required of all graduates of the Conservatory.

The courses offered cover nominally a period of four years, but the students are expected to have acquired the rudiments of music before entering the Conservatory. Much depends on individual talent as to the amount of time required to complete the course.

For graduation both a major and minor are required. It is the aim of the Conservatory to graduate students familiar with the technic of at least two instruments. All students must spend one-third of the first two years in the study of the piano. One-third of the time during the first two years must be spent on the minor study.

#### FIRST YEAR.

*Fall*—Piano,  $\frac{1}{3}$ ; voice, violin or organ,  $\frac{1}{3}$ ; ear training,  $\frac{1}{3}$ .

*Winter*—Piano,  $\frac{1}{2}$ ; voice, violin or organ,  $\frac{1}{2}$ .

*Spring*—Piano,  $\frac{1}{2}$ ; voice, violin or organ,  $\frac{1}{2}$ .

#### SECOND YEAR.

*Fall*—  
*Winter*—  
*Spring*—

} Piano,  $\frac{1}{3}$ ; voice, violin or organ,  $\frac{1}{3}$ ; harmony,  $\frac{1}{3}$ .

#### THIRD YEAR.

*Fall*—Major, (piano, voice, violin,)  $\frac{2}{3}$ ; harmony,  $\frac{1}{3}$ .

*Winter*—Major, (piano, voice, violin,)  $\frac{2}{3}$ ; counterpoint and analysis,  $\frac{1}{3}$ .

*Spring*—Major, (piano, voice, violin,)  $\frac{2}{3}$ ; counterpoint and analysis,  $\frac{1}{3}$ .

## FOURTH YEAR.

*Fall—* }  
*Winter—* } Major, (piano, voice, violin,)  $\frac{3}{4}$ ; musical his-  
*Spring—* } tory,  $\frac{1}{2}$ .

## TUITION AND OTHER EXPENSES.

FOR A TERM OF TWELVE WEEKS.

Piano or organ, two lessons a week.....	\$ 15 00
Violin, or voice culture, two lessons a week:	
Private half-hour lessons.....	15 00
Harmony, or counterpoint, two lessons a week....	6 00
Class, private.....	10 00
Analysis, one lesson a week.....	3 00
Choral class, one hour a week.....	2 00
Rent of pedal organ, one hour a day, per term....	3 00
Rent of piano, one hour a day, per term.....	2 00-3 00
Rent of clavier, one hour a day, per term.....	1 50

A liberal discount will be made when instruments are rented for several hours a day.

No deduction from tuition will be made for less than a quarter of a term, except in case of sickness.

## ELOCUTION AND ORATORY.

This department aims to enable the student to use the full measure of his powers of body and mind before an audience, and to develop readers and orators whose delivery shall be powerful, graceful and natural. The object is not to teach mechanical rules, but to train one to study his mental processes and their free and easy expression. Constant emphasis is laid upon sincerity, information and broad culture as necessary to real progress, and special attention is given to the correction of particular faults and the cultivation of individual powers.

## FIRST YEAR.

*Fall—*Physical Culture: gesture, poise, fundamental positions.

Voice Culture: correct breathing, tone, direction, purity, force.

Rendering: types of utterance, paraphrase, discrimination, original illustrations.

*Winter*—Physical Culture: analysis of gesture, dramatic action, transitions.

Voice Culture: melody, animation, power of voice, pitch.

Rendering: analysis of readings, emotion and volition with illustrations, recitations.

*Spring*—Physical Culture: unity, laws of grace, pantomime, spontaneity of gesture.

Voice Culture: flexibility, passion, energy, purpose drills, time.

Rendering: Hamlet with individual suggestions, extemporaneous speaking, orations.

*Text used*—

Chamberlain and Clark.

#### SECOND YEAR.

*Fall*—History of oratory, orations and essays, monologue work, criticism.

Two private lessons per week.

*Winter*—History of dramatic art. Shakespeare, characterization, criticism.

Two private lessons per week.

*Spring*—The novel, clippings, original stories, descriptions, etc., criticism.

Two private lessons per week.

#### SPECIAL FEATURES.

Each year a series of lectures on related topics will be given. The series of the past year embraced: "Physiology of the Vocal Organs," "Orators and Oratory," "Bearing of Psychology on Elocution," "Pulpit Oratory."

A Dramatic Club is organized in connection with the department, and plays are given at the opera house throughout the year. The plays produced during the past year were well received by crowded houses.

### REQUIREMENTS FOR GRADUATION.

The equivalent of a two years' course in a good high school or academy is required of all graduates in the Department of Oratory. The candidate is required to complete the prescribed course above, and give an entire evening's program with the assistance of the Department of Music.

### TUITION.

For a term of 12 weeks, class lessons, Elocution .....	\$10 00
For a term of 12 weeks, two private lessons per week, Elocution .....	15 00
Diploma .....	5 00

### ART.

Technical instruction is given in Drawing, Oil, Pastel, Crayon, Water Color and China.

Perspective and Mechanical Drawing are also taught and special arrangements have been made that every student in the College may take this drill with very little expense.

Classes are formed for the study of Composition and the History of Art, open to all regular art students.

Instruction in all classes is individual and the advancement of each student depends on the degree of proficiency only. Students will find it much to their advantage to follow out the course of study recommended here, and upon completion of such a course certificates will be granted.

*Elementary.* From the beginning the student is taught to draw from the object. Models are provided whose contours are straight line. From these block figures the student gains a thorough knowledge of proportion and perspective. This method of work is carried throughout the course; no copying of any kind is permitted. The work then advances to drawing from fragments of the human figure and models of natural objects.

*Antique.* In the antique class the models used require close observation, combined with great patience and perse-

verance, though the earnest student will find little difficulty in mastering the more subtle outlines of the head, having once gained a very good idea of proportion from the block figures.

The education of the eye is considered of greater importance than the training of the hand, not only in simple line work and in the study of superficial forms, but in the general yet no less certain laws which underlie and distinguish the work of every master in sculpture or painting.

*Still Life and Life.* Work in this class consists of drawing and painting from the living model and objects. More attention is given to the study of the head since the subtle outline and character study is believed to develop the mind and individuality of the student than any other.

Students who paint should draw a portion of the time, and in all cases a careful study of the model and a conscientious search for contours and construction are recommended.

No effort is made to bring the students to a uniformity of method, except to the extent of instructing them to see forms as they really exist; beyond this each student is permitted to develop or follow out a style of his own.

*Modeling.* The work of modeling in clay is intended to supplement the work of drawing and painting for the purpose of giving students a more detailed knowledge of the form and composition of the models which they have studied in their work in drawing. The pupils are taught to cast their own models in plaster and also to make casts from living models.

*Composition.* Pictorial composition is the proportionate arrangement and unifying of the different features and objects of a picture. There must be an exercise of judgment on the part of the student as to fitness and position, as to harmony of relation, proportion, color, light, and there must be a skillful uniting of all the parts into one perfect whole.

## TUITION.

Drawing, per term of twenty-four lessons, three hours each .....	\$12 00
Painting, in Oil or Pastel, per term of twenty-four lessons, three hours each .....	12 00
Modeling in clay, per term of twenty-four lessons, three hours each .....	12 00



## SUMMARY OF ATTENDANCE,

For the College Year 1897-8.

### COLLEGE.

Graduates .....	1
Seniors .....	8
Juniors .....	9
Sophomores.....	11
Freshmen.....	26
Senior Academy.....	20
Middle Academy.....	19
Junior Academy.....	34
Music Students.....	61
Elocution Students. ....	19
Art Students.....	12
Total.....	219
Deducting names repeated.....	43
Corrected Total.....	176





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## FORM OF A BEQUEST.

I give and bequeath to Tabor College, located at Tabor, Fremont County, Iowa, the sum of.....dollars, to be used for the best interests of said College, under the direction of the Trustees.

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## BEQUEST FOR SPECIAL OBJECT.

I give and bequeath to Tabor College, located at Tabor, Fremont County, Iowa, the sum of.....dollars, to be used by the Trustees of Tabor College for....., subject to the following conditions: .....



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